Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal Information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Houston Independent School District	Vendor ID # 74-6001255	Mailing address line 1 4400 W. 18th Street
Mailing address line 2	City Houston	State TX	ZIP Code 77092

County-District # 101912	Campus number and name 018/Wheatley HS	ESC Region # 04	US Congressional District # TX-018	DUNS # 0612921240000

Primary Contact

First name Shirley	M.I. A	Last name Rose	Title Principal
Telephone # 281.799.5065		Email address Srose4@houstonisd.org	FAX # 713.671.3951

Secondary Contact

First name Annetra	M.I.	Last name Piper	Title Manager, Grants
Telephone # 713.566.6785		Email address apiper@houstonisd.org	FAX # 713.556.7023

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Terry	M.I. B	Last name Grier	Title Superintendent of Schools
Telephone # 713.556.6300		Email address HISDSuperintendent@houstonisd.org	FAX #

Signature (blue ink preferred)

Date signed
5-14-14

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        2. Are designed and developed with teacher and principal involvement;
	    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Schedule #2—Required Attachments and Provisions and Assurances	
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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same ame_____th methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to_____he following address: Document Control Center, Division of Grants Administration, T__s Educatio_____gress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each sched__rtinent to t_____dmen_____he following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment____listed on t__EA Grant _____ent is effective on the day TEA receives it in substa____vable for__amendm_____proval by TEA.

Part 2: When an Amendment Is Re____

For all grants____dollar am____written___oval is re____make certain changes to the application. Refer to the____guida___in the A__dments____the Division of Grants Administration <u>Grant Managemen____det___n an a__dment is____or this grant. Use that guidance to complete Part 3 and P____

Part 3: Rev____

#	____dule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedu____oll	6100	$	$	$	$
2.	Schedu____ontracted Services	6200	$	$	$	$
3.	Schedu__#9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 101912		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Phillis Wheatley High School (PWHS) is in the process of creating a vision of success. A needs assessment was conducted by the new principal (Feb, 2014) through community, parent, staff, and student meetings. The main area of concern was safety for the students and a lack of student success in all areas of school, i.e. instruction, extracurricular, fine arts, and school pride. The students that perform at average or above do not come to Wheatley. Presently 1183 students who are zoned to the campus choose to go elsewhere because of a history of poor test scores, discipline issues, and a feeling of "discomfort" or not belonging. School culture and climate presently dictates a comprehensive three year plan to transform the school's "perception" to be a safe place where learning and teaching is priority. This will be achieved by first establishing a climate of success. Additionally, campus demographics where 99% of our students are minority and 84% are economically disadvantaged drive our program goals: Increase Student Achievement; Increase Staff Effectiveness; Increase College and Career Readiness; Increase Parent / Community Involvement & Engagement; and Improve School Climate and Safety. Phillis Wheatley HS will be transformed through instructional improvements, addressing climate and culture, and outreach to the school zone population. PWHS plans to attract and train highly effective teachers to support the data culture within PLCs to drive student mastery and to specifically provide instruction that is aligned to a more rigorous curriculum. A cosmetic makeover is needed as well as a campaign to celebrate success at all levels. There is an undeniable opportunity for student achievement and community growth. Over the years, scores have improved slightly without any commitment or consistency in instructional practices. The school can be successful and the students can be reached with the assistance of TTIPS.

The budget was based on the needs analysis. We determined campus instructional and academic deficiencies and weaknesses. The principal also used her experience in transforming low-performing schools and researching best practices. The business manager, staff, and administrators worked collaboratively to develop a working sound budget for a three year period that would result in sustainability for Wheatley. An effective school culture is the primary tool which can cultivate change. It promotes cohesion, and a sense of well-being among staff members. It also develops an understanding of purpose and a shared vision of how the school could develop. Educational leadership should focus on curriculum and instruction and provide pedagogy for teachers to promote and provide a better education for students.

This grant proposal calls for extensive support for teachers through staff development followed up with in class coaching and debriefing with teachers. Instruction is focused on building stamina in reading and writing to produce critical thinkers and life-long learners. Staff training includes off campus retreats focusing on connecting with children. First phase of training will include the administrative team to be trained in culturally responsiveness to instruction and parent involvement. The second phase for administrators will be a three-day leadership retreat teaching different ways to empower teachers and building relationships. This will increase teacher retention rates and add value to our teaching staff. After administrators are trained and have clear understanding of the vision, phase three begins. Phase three is teacher training. With Wheatley's history of high teacher turn over rate and teacher apathy, it has been difficult to recruit quality teachers. According to Todd Whitaker (2003), outstanding principals know that if they have great teachers, they have a great school. He also states there are really two ways to improve a school significantly: get better teachers or improve the teachers you have. So our goal is to hire quality staff and focus on improving the teachers we have.

August professional development will be focused on developing a professional climate and camaraderie among all staff members. Phase three of training begins with a motivational speaker who will encourage teachers with his history of student success and school improvement. Teachers want to hear from educators who have been successful with like student populations. The staff will continue the learning through various book studies in PLCs throughout the year. In order to be consistent throughout the year, we will revitalize our training in January. We will review the fall semester and discuss what our best practices were and items we need to tweak, improve, and/or discontinue based on fall semester data. Results of training will benefit our faculty because the teaching staff will be encouraged to come together and support each other in the vision of teaching every child and believing our students will be successful. Teachers will consistently receive coaching and job embedded professional development throughout the year. This training will focus on literacy, data driven instruction, math instruction, culturally responsive instruction, and classroom management. It will also enhance, engage, and develop staff members to become true stakeholders by "owning" the vision. The master schedule will reflect an eight period meeting pattern of fifty-five minutes within an extended school day. This schedule will promote and support teachers in talking daily about best practices and fine-tuning their plans according to data to make the best decisions for children. It allows time for intentional planning, and for teacher collaboration, PLC's.

An administrative lead will develop a Student and Discipline Team, charged with daily student management and

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

development of a student-responsive school climate and culture. More defined systems and structures will be put in place for how we speak to students, responses to student choices, specific issue of freshman transition, student support etc. They will manage the student aspect of interventions. This team will also lead implementation of new programming for overage students in a "School within a School" model addressing the graduation rate. This model will allow teachers that are successful with our overage students to focus and provide a safe environment for our students that are behind to ask questions and not be embarrassed for possible learning gaps. It also allows for smaller classes for all core areas which in turn will provide teachers the time for small group instruction and in some instances one-on-one time with the teacher. Wheatley will maintain the Dropout Prevention Case worker position to ensure we continue to reduce dropouts. A Spanish-speaking community liaison will be added to educate the zoned community on offerings and improvements at Wheatley to re-attract students who transfer out. Safety and student management are constant themes.

The final phase of our plan works with our students to change mentality and their perception of high school. By training all staff members, we will become a cohesive unit and address each situation with the same demeanor and respect. Training will provide us with a common language and ways to approach situations proactively and with dignity and respect. What is paramount in this training of students is to teach them trust, dignity and respect. Character education will be taught and reiterated daily in order to train our students to conduct themselves in an educational environment. In addition to teaching these character traits at school, we will provide field experience to teach students beyond the classroom. Because of the poverty in our community, many of the students literally never leave "Fifth Ward." Our goal is to provide students with collegiate experience to prepare them for the world outside of their own world and give students the opportunity to learn more about other parts of the nation as well as provide insight to the world outside the classroom. Beginning the 2014-2015 school year, students will attend of universities in and around the Houston area. Students will take a HBCU tour during spring break. They will travel to various historically black colleges and other universities. The objective of the trip is to promote awareness of these colleges and universities for all our students.

The needs assessment process was designed by school leadership, led by the principal, teachers, parents, community members, and students. This group will meet quarterly during year one and each semester during the second and third years of the grant to determine if changes are needed in the program. The group will use data to determine if the strategies are effective. The final decision for change will belong with the school leadership, although input will be strongly encouraged from the group. Based on the demographics of the students, Wheatley HS needs to build strong teachers, and research-based strategies that support job-embedded professional development will help drive the way they grow teachers, using Professional Learning Communities as a way to support that learning.

The program will be managed by a program manager who will report directly to the principal. Monitoring of the TTIPS transformation project at Wheatley HS will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six-week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, and advocates will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Teachers will also continually monitor and document student achievement and schedule interventions as needed. The principal and his team will provide direct oversight and management of the project. The School Support Officer (SSO) will provide support to the principal, the Chief School Officer will provide direct oversight of the principal and school, with leadership and guidance from the Chief School Support Officer and Superintendent.

The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the program manager. The program manager will work closely with the HISD Research and Accountability Department (R&A) to facilitate the implementation and monitoring of the proposed project. With assistance of the HISD R & A Department, the program manager will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, the HISD Superintendent and Board of Trustees, and TEA.

This application completely and accurately answers all TEA requirements. The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between student groups. The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators and to continue funding these efforts when the funding ends.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$1,948,353	$0	$1,948,353	$
Schedule #8	Professional and Contracted Services (6200)	6200	$871,300	$0	$871,300	$
Schedule #9	Supplies and Materials (6300)	6300	$394,002	$0	$394,002	$
Schedule #10	Other Operating Costs (6400)	6400	$831,252	$0	$831,252	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$618,380	$0	$618,380	$
Total direct costs:			$4,663,287	$0	$4,663,287	$
3.126% indirect costs (see note):			N/A	$ 99,207	$ 99,207	$
Grand total of budgeted costs (add all entries in each column):			$4,663,287	$ 99,207	$4,762,494	$

Administrative Cost Calculation

Enter the total grant amount requested:	$4,762,494
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$238,124

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
$1,758,118	$1,559,088	$1,445,288	$4,762,494

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101912		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Teacher			$	$
2 Educational aide			$	$
3 Tutor			$	$
Program Management and Administration				
4 Project director- Program Grant Administrator	1		$186,000	$
5 Project coordinator			$	$
6 -Teacher facilitator- Campus Improvement Specialist	1		$183,000	$
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor	2		$420,000.	$
13 Social worker	2		$310,200.	$
14 Community liaison/parent coordinator			$	$
Other Employee Positions				
21 Title				$
22 Title				$
23 Title			$	$
24 Subtotal employee costs: Subtotal employee costs:			$1,099,200	$
Substitute, Extra-Duty Pay, Benefits Costs				
25 6112 Substitute pay			$65,000	$
26 6119 Professional staff extra-duty pay			$467,500	$
27 6121 Support staff extra-duty pay			$50,000	$
28 6140 Employee benefits			$266,653	$
29 61XX Tuition remission (IHEs only)			$	$
30 Subtotal substitute, extra-duty, benefits costs			$849,153	$
31 **3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,948,353	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	$40,000	$
	Specify purpose: Math Camp – building rental (year 2,3) $40,000		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$40,000	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Professional Development – Flipped Classroom Training (year 2)	☐	$7,500	$
2	Professional Development – The Blog Writing Workshop (year 2)	☐	$5,000	$
3		☐		$
4		☐		$
5		☐		$
6		☐		$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$ 12,500	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Professional Development	☐ Yes, this is a subgrant	
Describe topic/purpose/service: Cultural Responsiveness Training		

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: 84,500 # of positions: 11 (year 1)	$84,500	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$16,315	$
	Contractor's other operating costs	$4,900	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$105,715	$

Specify topic/purpose/service: Professional Development	☐ Yes, this is a subgrant	
Describe topic/purpose/service: Sustaining Teacher Effectiveness (3 years) and Vertical Alignment (3 years)		

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted	Pre-Award
2	Contractor's payroll costs: 42,000 # of positions: 2	42,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	42,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

3

Specify topic/purpose/service: Professional Development — ☐ Yes, this is a subgrant

Describe topic/purpose/service: English As A Second Language Training for Staff

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 8 (year 1,2,3)	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials (Y1-198,000) (Y2 –100,000)(Y3-50,000)		$	$
Contractor's other operating costs		$358,000	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$358,000	$

4

Specify topic/purpose/service: Professional Development — ☐ Yes, this is a subgrant

Describe topic/purpose/service: Improving Reading and Writing Strategies for Staff

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 1 (year 1)	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$33,400	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$33,400	$

5

Specify topic/purpose/service: Professional Development — ☐ Yes, this is a subgrant

Describe topic/purpose/service: English As A Second Language & Inclusion

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 1 (year 2)	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$10,600	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 10,600	$

6

Specify topic/purpose/service: Professional Development — ☐ Yes, this is a subgrant

Describe topic/purpose/service: Climate and Team Building Retreat

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 4 (year 1,2,3)	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$441,000	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)			$
	Total budget:	$441,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				

6	Specify topic/purpose/service: Professional Development		☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Math Strategies for Teachers and End of Core Strategy Training for US History				
	Contractor's Cost Breakdown of Service to Be Provided			**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs: 300,000	# of positions: 10 (years 1, 2, 3)		$300,000	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$300,000	$

7	Specify topic/purpose/service: Professional Development and Outreach		☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Parent Outreach -- Outreach For Non-Traditional Students				
	Contractor's Cost Breakdown of Service to Be Provided			**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs: 22,000	# of positions: 2 (years,2,3)		$22,000	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs				$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$22,000	$

8	Specify topic/purpose/service: College and Career Awareness		☐ Yes, this is a subgrant		
	Describe topic/purpose/service: Promote College and Career Awareness				
	Contractor's Cost Breakdown of Service to Be Provided			**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1 (year 1)		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$24,300	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$24,300	$

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	**$818,800**	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$40,000	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$12,500	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$818,900	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$
	(Sum of lines a, b, c, and d) 3-Year Grand total	$871,300	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

			Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 101912				Amendment number (for amendments only):			
Expense Item Description							
	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Scientific Calculators	Student use in math class	200	110	36,000	$
	2	e-readers	Student use for reading	200	70		
	3						
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$358,002	$
	3-Year Grand total:					**$394,002**	**$**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Science supplies – beakers, measuring tools, etc
Math manipulatives
Paper
CD roms
Flashdrives

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	$284,560	$
	Specify purpose: Advanced Placement Conference; Math Conference; Development Conference; Response to Intervention Conference; Science Conference		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$ 458,500	$
	Specify purpose: College Tours, Washington DC Tour; EOC Science Camp; Leadership Conference; Climate &Team Building Retreat:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6411/6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$88,192	$
	3-Year Grand total:	$831,252	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Other that do not require - Fees for Power-Up - 200 students @ $25.00 each; Fees/Licenses - Accelerated Learning Lab 26 @ $1900 each; Fees/Licenses - Pearson-Gradpoint System 3 @ $5,990; travel to mandatory training in Austin for 2 AP Conference - (registration fees @ $430, hotel@195 x 4 nts, airfare@$500 x 20 participants) Total $102,600 (year 1,2,3); Response to Intervention Conference (registration fees @ $695x20=13,900, hotel@229x20=4,580 x 3nts=13,740,airfare $400x20 =$8,000 Total 106,920 (year 1,2,3); Science Conference (registration fees @ $275x6=$1,625, hotel@$170 for 5 ntsx6=$5,100) (airfare@500x 6=$3,000) Total $19,500 (year 2,3)
Math Conference (registration fees @ 275x6=$1,625,hotel@$170x5 ntsx6=$5,100) (airfare$500x4=$3,000) Total $19,500 (year 2,3) Curriculum Development Conference(registration fees @ 749x5=9,000, hotel@$166x3ntsx5=3,320, airfare $500x6=3,000 Total: $36,040 (year 2,3)
College Tour: 200 students (hotel-3 nights@ $120) (4 per room =)+(hotel@ $151 x 20 chaperones = $9,060), 4 travel buses – 4 days@ $5,000) Total- 87,000 (year 1,2,3)
EOC Science Camp (Moody Garden): 250 students (1night@37.50 x40 (4 per room)=10,500 Total 21,000 (year 2,3)
Leadership Conference: 40 students x $3,090 (lodging +food +supplies/materials, college tours) = $123,600 + airfare: $500@40=$20,000 Total: $143,600 (Y 2,3)

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
**Schedule #11—Capital Outlay (6600/15XX)**				
County-District Number or Vendor ID: 101912 — Amendment number (for amendments only):				
**15XX is only for use by charter schools sponsored by a nonprofit organization.**				
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1	Library books	N/A	N/A	$20,000	$
**66XX/15XX—Technology hardware, capitalized**				
2	PC Desktops for labs	120	$ 753	$90,360	$
3	Apple Desktop Computer for College Center	30	$1,681	$50,430	$
4	Heavy-duty printers	3	$16,000	$48,000	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**				
19	Projectors & Projector Carts	60	$1,174	$70,440	$
20	Document Camera	60	$515	$30,900	$
21	Classroom TV – 32" – classroom activity/school-wide presentations	60	$300	$18,000	$
22	Smart Boards	50	$3,500	$17,500	$
23	Learning Lab – ELL,Reading & Foreign Classes	3	$26,750	$80,250	$
24	Ceiling Projector (year 2)	1	$5,000	$5,000	$
25	Library/Classroom / Parent Center Furniture	1	$100,000	$100,000	$
26	Flat Screen TV (2) 52" & (3)70"	5	$ 1,500	$ 7,500	$
27	In House Video Conference System	1	$40,000	$40,000	$
28	Tardy System (year 2)	1	$20,000	$20,000	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29	Security Camera Update			$20,000	$
	**3-Year Grand total:**			$618,380	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	505	57%	Attendance rate	88.33%
Hispanic	372	42%	Annual dropout rate (Gr 9-12)	5.4%
White	4	.5%	Annual graduation rate (Gr 9-12	67.6%
Asian	1	.1%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	45%
Economically disadvantaged	742	83.7%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	49%
Limited English proficient (LEP)	136	15.3%	Students taking the ACT and/or SAT	85.3%
Disciplinary placements	644	72.7%	Average SAT score (number value, not a percentage)	1039
Mobility Rate	418	34.2%	Average ACT score (number value, not a percentage)	15.4

Comments

Grade Levels

9th	245	28%
10th	255	29%
11th	192	22%
12th	194	22%

Special Population			Special Population		
	Students	Percentage		Teachers	Percentage
Special Ed	187	21.0%	Special Ed	10	18.0%
ELL/ESL	129	14.6	ELL/ESL	1	2.3%
GT	30	3.4%	GT	2	3.5%
CTE	753	85.0%	CTE	7	13.0%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	39.8	74%	No degree	1 (CTE teacher-automotive)	2%
Hispanic	7	13%	Bachelor's degree	29	53%
White	4	7.4%	Master's degree	22	40%
Asian	2	3.7%	Doctorate	3	5%
1-5 years exp.	8	14.9%	Avg. salary, 1-5 years exp.	49,732	N/A
6-10 years exp.	17	31.6%	Avg. salary, 6-10 years exp.	49,190	N/A
11-20 years exp.	14.8	27.5%	Avg. salary, 11-20 years exp.	54,877	N/A
Over 20 years exp.	11	20.4%	Avg. salary, over 20 years exp.	66,506	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											250	200	212	182	844
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											250	200	212	182	844

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											24	22	18	17	81
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											24	22	18	17	81

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to get an accurate assessment of our campus needs, we began by reviewing our current, 2013-2014, school data. The reported enrollment of 844 students demographically comprised of 55% African Americans; 44% Hispanic and 1% other. 158 (18.4%) of those students are English Language Learners, ELL, of Spanish and African vernacular. The overall population includes 157 (18.3%) students who received Special Education services, 45 (5.0%) students who were indicated as Gifted and Talented. Phillis Wheatley High School has an overall population of 226 students (26%) who are overage by two or more years per grade level. 75 students (25%) are identified as English Language Learners (ELL); 75 students (25%) are identified as receiving Special Education services; and 23 students (8%) are identified as Refugees. We also reviewed student enrollment records and discovered that Wheatley's ELL program is comprised of students who are receiving a formal education for the first time in their lives. They are illiterate not only in the English language, but also in their native language. Although we have provided support to these students and have seen growth in their development and acquisition of the English language and in academic performance relative to their starting points, the students have not performed well on non-analytical state-standardized tests, and have not performed well on district and campus based assessments in reading, writing, social studies or science. Perceptibly, there is a need for a strong reading program that services the ELL population with emphasis on language acquisition and relativeness of academic and non-academic vocabulary.

Addressing the specific dynamics of our campus' demographics would dramatically increase overall campus performance. The campus would realize an increase in student achievement and in student progress; a narrowing, if not the complete closure of student performance gaps; an increase in postsecondary readiness- including an increase in the graduation rate and the complete eradication of the dropout rate; and a remarkable increase in attendance rate.

There is consistent, but minimal growth overall; however the growth does not meet required improvements. The rigor of instruction does not align to the rigor of Academic Readiness Standards, and the lack of professional development to meet teacher and student deficiencies have not been adequately addressed. There is a lack of vertical collaboration that also leads to a decrease in overall student achievement. Incoming freshmen are not adequately prepared for instructional requirements at the secondary level and are at least one and one half grade levels behind in reading and writing skills.

The campus missed the federal target by an index of 2: In index 1 Student Achievement, the Target Score is 50, the campus score was 48. In index 2 Student Progress, the Target Score is 17, the campus score was 16. In index 3 Closing the Performance Gaps, the Target Score is 55, the campus score was 53. And in Index 4 Postsecondary Readiness, the Target Score is 75, the campus score was 71. Analysis of the 2012-2013 Texas Academic Performance Report indicates that the percentage of students who met recommended standard at Phase1 Level II of the combined EOC tests for each of the following course categories are as follows:

2012-2013 EOC TESTED	Wheatley High School MET STANDARD (%)
ELAR	49
SCIENCE	56
ALGEBRA I	45
SOCIAL STUDIES	46

Source: 2012-2013 Texas Academic Performance Report

Data analysis suggests that there is a 'disconnect' between the rigor of the assessment and the rigor of instruction, an inconsistent review of student and teacher progress, and inconsistent monitoring of instructional practices through classroom observations, PLC collaboration with administration, and targeted tutorials. There is a need for prioritized restructuring of academic interventions in the following areas, listed as core triage: US History; Writing II and Writing I; Reading I and Reading II; Algebra I; and the ELL program. All other interventions in biology will continue as needed based on student achievement.

Utilizing "Best Practices", teachers and administrators will disaggregate data to identify student needs, design assessments and lessons; collaborate with Teacher Development Specialists, TDS, for instructional calibration; to facilitate open discussions will all stakeholders; provide professional development that addresses pedagogic strengths and weaknesses in the implementation of a rigorous curriculum.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Increasing parental and community involvement that supports and sustains the campus instructional needs, goals and successes directly impacts student achievement. It was concluded in a 2002 research review that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education.School climate and culture have a profound impact on student achievement, behavior, and reflects the community's culture. Patterns of student, parent, and school personnel experiences within the school reflects the norms, goals, values interpersonal relationships, teaching and learning practices and organizational structures and systems.

An assessment and review was completed on the climate and safety of the school. Based on our research, we found that the large number of referrals for disciplinary reasons, the large number of bullying reports, and the percentage of students labeled students with disabilities (SWD) impact the academic and culture of the campus:

Table 2		Incident and Referral Reports of HISD Students			
Year 2012- 2013	Enrollment	Referrals for disciplinary reasons		Bullying Reports	SWD %
		Number	Percent		
HISD	202,586	94,570	47%	46,190	8%
Wheatley HS	886	596	67%	119	21%

Source: HISD Student Disciplinary Action Summary Reports, 2012-2013; HISD, District and School Profiles, 2012-2013; PEIMS data; 2013 Youth Risk Behavior Survey

In addition to academic and demographic data, we reviewed community data. Data from several sources show that the per capita income of the community in which Wheatley sits is $10,567 (City of Houston, 2014; American Survey, US Census, 2013). This income is compared to the per capita income of the United States of $42,693 and the state of Texas of $41,471 (U.S. Dept of Commerce, 2012). This neighborhood is one of the poorest in the city. Combining the poverty of this community with the challenges that come with it can cause problems that will grow exponentially without additional supports. The majority of adults that live in the Wheatley community only have a high school diploma or less (72.3%). The unemployment rate of the community averages 13.6%, which is higher than the current national average of 6.7% (Bureau of Labor Statistics, 2014).

Table 3	Educational Attainment and Employment Rate of Communities of Schools					
School	< than grade 9	Some High School	HS Grad	Some college	Associates Degree or more	Unemployment Rates
Wheatley community	26.1%	31.8%	23.7%	12.2%	6.2%	14%

Source: City of Houston Super Neighborhood Demographic and Income Profile, 2014

The principal of Wheatley, key staff members, teachers, parents, and community members worked together to determine what some of the needs were for the school. Based on this analysis, it was determined that there is a need to increase student achievement, increase staff effectiveness, increase college and career readiness, increase parent and community involvement & engagement; and improve student climate and safety.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student Achievement	Targeted staffing and programs to meet specified needs as relates to increasing student achievement-instructional specialists to coach staff in the planning, development and implementation of aligned curriculum. Foster need for quality research-based PD to build teacher capacity and to meet the different learning needs of each child. SLC targeting overage students historically unsuccessful in traditional school setting. Support ELLs in language acquisition with state of art language lab. Incentives (Pay for Grades) for students of Improved and Commended Achievement. Competitive core programs encouraging and fostering performance at or above recommended Readiness Standards in preparation for College and Career Readiness.
2.	Increase Staff Effectiveness	Increase staff to eliminate multiple preps for teachers of End of Course preps and to provide customized and differentiated instruction based on student needs. Participation in research-based professional development fostering the need to build teacher capacity to meet the different learning needs of each child.
3.	Increase College and Career Readiness	Improve student college entrance scores and college readiness skills in addition to exposing students to college life via campus college tours. Increase student opportunities to acquire workforce certifications and associate degrees in areas of emerging need and interest.
4.	Increase Parent / Community Involvement & Engagement	Student advocacy and character education targeting student growth in becoming productive citizens. Align and partner campus with community stakeholder to increase parental involvement in student learning and to provide assistance to families and students whose attendance is directly impacted by everyday essentials.
5.	Improve School Climate and Safety	To improve school climate's and safety by increasing security to create a safe haven for students to learn and achieve without fear of harm and to provide assistance to students and their families to address social issues that interfere with student learning.

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Schedule #14—Management Plan		
County-district number or vendor ID: 101912		Amendment # (for amendments only):
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Title	Desired Qualifications, Experience, Certifications
1.	(DCSI) (required)	Master's Degree required At least three years' experience as an exemplary Principal or a person in a similar leadership capacity Administrative Certification
2.	Grant Administrator	**Education:** Master's Degree **Experience:** Experience in developing and locating external strategic funding and partnerships; to monitor and oversee the components of contracted services and service providers; the successes and failures in meeting the needs of the students and or faculty and staff; the alignment and adherence to time table agreed upon; and the data analysis of evaluative components of program.
3.	Campus Improvement Specialist, CIS	**Education:** Master's degree from accredited college or university. Supervisory Certification **Experience:** Five to seven years in related experience. Three years exemplary teaching experience. Thorough knowledge of curriculum, district policies and procedures. Work with Dean of Instruction to align a rigorous curriculum to meet the needs of the students and teaching staff.
4.	Dean of Student Services	**Education:** Master's degree from accredited college or university required. Mid-Management Certification **Experience:** At least three years of classroom teaching and/or school administrative experience. Develop a Student Services and Discipline Team, charged with daily student management and development of a student-responsive school climate and culture.
5.	College and Career Manager	**Education:** Master's degree from accredited college or university required **Experience:** Five to seven years in related experience. Three years exemplary teaching experience. Thorough knowledge of curriculum, district policies and procedures.
6.	Instructional Specialist –ELL	Provide leadership and support to teachers of English Language Learners in Reading, Writing, Listening, Grammar and general language life skills. **Education:** Texas teaching certificate with appropriate endorsements, Master's degree **Experience:** Five years of successful classroom teaching experience in related field
7.	Accelerated Learning Coordinator	**Education:** Master's degree from accredited college or university required **Experience:** Five to seven years in related experience. Three years exemplary teaching experience. Knowledge or experience working with overage or adult learners.
8.	Academic Instructional Coaches	**Education:** Texas teaching certificate with appropriate endorsements, Master's degree. **Experience:** Five years of successful classroom teaching experience in related field. Demonstrate leadership abilities in organizing, implementing, and maintaining an effective collaborative instructional program. Provide leadership to campus content teachers and facilitate the implementation of the district's high school curriculum.
9.	Psychological Counseling & Social Worker	**Education:** Master's degree from accredited college or university required with appropriate endorsements. **Experience:** In related field to provide direct services in coping with problems related to poverty, legal issues or to diagnose and treat mental, behavioral or emotional health issues.
10.	Dropout & Recovery Specialist	**Education:** Bachelor's degree **Experience:** Field experience working with local law enforcement and truancy offices, and Municipal courts related to student school attendance.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify providers based on needs assessment and student performance data. Providers embed best practices in research-based programs. Quality staffing is knowledgeable and is an experienced practitioner of the core program, and has experience working with students, faculty and staff on a high school campus.
Interview the provider:

Assign a campus Grant Coordinator/Administrator to monitor and oversee the components of contracted services and service providers; the successes and failures in meeting the needs of the students and or faculty and staff; the alignment and adherence to time table agreed upon; and the data analysis of evaluative components of program.

The District's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.
Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than $10,000.00 in the aggregate; meaning just about every purchase made by the district.
BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.
Usually, all contracts that require Board of Education approval ($10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.
MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:
• Goods and Nonprofessional Services s (General and Subcontractors)
• Construction Contract
• Professional Services
All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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Schedule #14—Management Plan (cont.)	
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Grant Administrator. The Grant Administrator will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. With the assistance of the Houston ISD Research and Accountability Department, the Grant Administrator will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents, community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.

The information gathered from the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives. The proposed project's processes will be continually reviewed and improved.

In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that includes:
- Wheatley High School principal and the Grant Administrator use a checklist of major activities and timelines for implementation. A format that includes goals accomplished, challenges, and needs will be developed and used for monthly reports to the Leadership team and our partnerships;
- The monthly grant status report will be disseminated in monthly staff meetings at the school and with community stakeholders that make up the site-based decision making team. Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;
- Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and for issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools for quick resolution.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the Grant Administrator or Wheatley High School Principal. The Principal and the Grant Administrator will have a major role in managing the TTIPS grant. The Principal and the Grant Administrator will attend data team meetings and department meetings. The agendas and sign in sheets will be turned into the Grant Administrator on a weekly administrator. On the most basic level, students will be responsible for monitoring their progress through mechanism of portfolios, journals and electronics databases. Teachers, tutor and mentors will periodically monitor student progress using student progress checklists, standardized progress reports, and pre- and post tests. The district will hire and external technical assistance provider that will work closely with the campus, administration, SDMC, school faculty, parents, and students. The results of these assessments will be reported monthly to the Campus Principal, Grant Administrator, SDMC and School Support Officer. The Grant Administrator will compile the results of all assessments and on a quarterly basis, share these results with School Support Officer, district administration, SDMC, school faculty, parents and students.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The *strategic intent of the Houston ISD* is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district has lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. **HISD has adopted** the **lengthened time**, **rigorous tutorials** and **parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community.**

The district is committed to finding resources through Title I, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators.

Mentoring relationships will be established between Exemplar and Targeted Schools to foster best practices and develop relevance and rigor in student activities. Targeted schools will meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. Principals will provide on-going feedback after classroom walk-through to validate learning and to help teachers improve on student learning. New teacher pathways include Principals, district administrators and all teachers new to the district, training-of-trainer (TOT): training incorporated in new teacher in-service to enable teachers to understand the core values of the district.

Wheatley High School will have an increase per-pupil funding due to an increase in student enrollment. An Offshore Technology Academy and Diesel Automotive Academy which will be established in 2014-2015 and in full implementation by the beginning of the 2015-2016 school year. These academies include an associate degree in Offshore Technology and workforce certifications related to Business Logistics, Culinary Arts, Geographic Information Systems, Diesel Automotives and Offshore Technology. The new academy programs and our business/community partnerships supporting the program will attract new students and families, increase rigor in the classroom and provide an opportunities to revitalize the school with a rigorous and engaging curriculum. The revitalization

The student enrollment in these Career and Technology Education (CTE) programs will

The **Houston ISD Board of Education** is totally on board with transforming schools to be a benefit to the students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education.

The **objectives of strategic planning process** are:

1. create a clear picture around efforts to increase student achievement;
2. integrate findings from other ongoing efforts (e.g., The New Teacher Project (TNTP);
3. outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and
4. determine any adjustments required to current resources both human and financial to support the strategic initiatives.

In addition, to the district efforts to ensure continuation and sustainability, Wheatley High School will continue efforts to increase student enrollment and maintain enrollment stability by increasing student achievement and improving school climate.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability requires that we, PWHS, make our number one priority right from the start is to do whatever it takes to create the long-term capacity for continuous improvement. In reviewing data for Wheatley HS, I discovered we were labeled as a "dropout factory" since 1995. In addition, Wheatley has been plagued with the same issues since the seventies, high dropout rates, low test scores, high crime rate, and socio-economic living per capita per household is less than $11,000. Compared to Texas with a per capita $41,471. This neighborhood is one of the poorest in the city, 73% of the residents only have a high school diploma or less. Unemployment rate for this neighborhood is 13.6% compared to the national average of 6%.

Existing efforts since February (with the arrival of a new principal) focus primarily on campus culture and climate as well as school safety. Expectations are set for students as it relates to student conduct and behavior. A student support structure with established rules and continuous monitoring and feedback for students has been implemented to connect with students. No significant learning occurs without a significant connection. Students are taught the appropriate way to approach issues such as verbal/physical confrontation. This is an ongoing training process which will be supported through a training that centers in staff members being proactive in classroom management.

Additional professional development will also enhance, engage, and develop camaraderie among staff members. Consistency is the key to sustainability. It is Wheatley's goal to develop and grow the teaching staff to become a community of educators that are well equipped to service the needs of our student population.

Research shows that when students are taught and developed in an environment of respect and cultural responsiveness, academic achievement increases (Foley, 1991 Tanner, 2013; Knaus, 2009, Lynch, 2011). Transformation can occur if the staff engages in culturally proficient instruction as well as proactive discipline methods. Cultural proficiency is the combination of organizational policies and practices or an individual's values and behavior that enables the organization or the person to interact effectively in culturally diverse settings (Robins, Lindsey, Terrell, Lindsey, 2002). Basically the grant will allow the campus to build the foundation of a place of learning by educating our staff responsibly to the needs of students placed at-risk. Sustainability is the result of putting systems in place, consistency among staff members, and all stakeholders knowing and understanding non-negotiables. A commitment to the work is needed and will be developed in order to sustain the work funded by the three year grant.

School accountability must include positive steps to build the support needed to make lasting improvements in how students are engaged in challenging assignments. The faculty will engage in creating pathway programs of study that link academic and career/technical learning, require students to use academic skills to complete authentic projects and problems related to their interests, and connect students' learning to their goals beyond high school.

A grant administrator will be employed for the duration of the grant to ensure grant funds are maximized and used in accordance with guidelines. The manager will meet weekly with the administrative team to review timelines and provide feedback and follow-thru in order to maintain fidelity of the project. Commitment will be reinforced by monthly "all day faculty" meetings with the principal. Principal will make herself available to faculty throughout the day in mini faculty meetings to be conducted during conference periods or after school. This will enable the principal to discuss progress of the grant as well as the opportunity to receive feedback in order to monitor and assess each month. As a campus, we will learn how to approach and teach our students in a way that will encourage and motivate them to learn. It will also help teachers to understand children and allow them to view teaching as an opportunity to change the Fifth Ward community rather than a challenge to just survive. Staff will become consistent in all aspects of our plan. Consistency is the key to sustainability. It is Wheatley's goal to develop and grow the teaching staff to become a community of educators that are well equipped to service the needs of our student population.

TTIPS will literally jump start the transformation of Wheatley High School. The symptoms are lack of master teachers, lack of instructional focus, students do not think they are worthy, teachers water down the curriculum, students feel they have no hope, students choose to attend other campuses because of perception, teacher apathy, students and teachers have low expectations of each other. Prescription? TTIPS ~ one does not need to continue to rely on its benefits forever- just a short period of time in order to allow time for the symptoms to be relieved. Once the prescription has been taken according to recommendation, the symptoms will diminish and Wheatley High School will be a successful place of learning and development.

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	Schedule #15—Project Evaluation	Page 30 of 66

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student Academic Performance	1.	Increase EOC ELA/Reading / TELPAS Growth of 6%
		2.	Increase EOC ELA/Writing / TELPAS Growth of 17%
		3.	Increase EOC Algebra I / TELPAS Growth of 6%
2.	Staff Effectiveness Texas Appraisal and Development System	1.	Increase Staff Professional Development Participation Rate By 100%
		2.	Increase Professional Learning Community Participation Rate by 100%
		3.	Increase the percentage of teachers receiving "Proficient" or above. Use the TADS for data collection and documentation.
3.	Increase School Climate and School Safety based PEIMS Data	1.	Decrease Level III Discipline Incidents by 50%
		2.	Increase Attendance Rate from 88% to 95%.
		3.	Decrease Drop-Out Rate by 5%
4.	College and Career Readiness	1.	Increase AP/SAT Participation Rate by 50%. Increase the number of students who participate in the Andover SAT program by 50% (30 students)
		2.	Increase Graduation Enrollment Rate by 5%
		3.	Increase Texas Success Initiative College Readiness Scores for English & Math by 25%
5.	Increase Parent / Community Involvement based on Parent Surveys	1.	Parent Advisory Committee – Sign In Sheets
		2.	Parent Teacher Organization Attendance
		3.	Monthly Parent Coffee with the Principal

Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal and the Grant Administrator. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Academic Programs	Grade Level	Students Served	Test Results
STAAR Math Olympics	9th	200	EOC Spring data
STAAR ELA/Reading	9th	200	EOC Spring data
STAAR ELA/Writing	9th	200	EOC Spring data
STAAR Science Hub	9th	200	EOC Spring data
Andover SAT Prep	11th	60	2014 Release date
Read Smart ELL Program	9th – 12th	127	SPRING ADM DATA

Attendance and grade data will be collected on the district's grading program, GradeSpeed (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school will review discipline data on a weekly basis, while the academic teams and the school's dropout prevention and recovery committee will review each week grade, attendance, and discipline reports to promptly identify students in danger of dropping out or losing credit for classes so that they can intervene in a timely manner. Parents will also be empowered by being informed how to use GradeSpeed to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 101912			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Freshman Transitional Program	08/2014	07/2017
			B. Vertical Alignment Professional Development	08/2014	07/2017
			C. Professional Learning Communities, PLC, Collaboration	08/2014	07/2017
			D. District Initiative's Reading Program	08/2014	07/2017
			E. District's Collaborative literacy plan to deepen the knowledge of teachers, specialists, and principals.	08/2014	07/2017
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Student's Historical Test Data to set Annual Starting Points and Goals	08/2014	07/2017
			B. Annual BOY, Beginning of the Year Assessment	09/2014	07/2017
			C. Bi-weekly Curriculum-Based Assessments by Subject Areas	09/2014	07/2017
			D. Semester District Level Assessments, DLA	10/2014 and 01/2015	ongoing
			E. Texas Success (Reading) Program	08/2014	ongoing

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 101912			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Department Chairpersons Meeting	08/2014	05/2017
			B. Instructional Leadership Team Collaboration	08/2014	05/2017
			C. Professional Learning Communities Collaboration	08/2014	05/2017
			D. Campus Improvement Specialist to analyze assessment data as it relates to the school, student achievement, and to the improvement of instruction	08/2014	05/2017
			E. Academic Instructional Coaches to provide job-embedded and ongoing professional development for teachers, staff, and administration	08/2014	05/2017
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Three /Six Week review of Progress Report/Report Cards	09/2014	05/2017
			B. Conduct Weekly Classroom Walk-Through	09/2014	05/2017
			C. Semester District Level Assessments, DLA	10/2014 and 01/2015	ongoing
			D. Beginning of the Year Assessment	9/2014	9/2014
			E. Pre-EOC (Mock)	1/2015	1/2015

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County-district number or vendor ID: 101912			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	Shirley Rose-Gilliam date of hire 02/17/2014	02/2014	Present
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement

Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.+ | A. Grant Funded Grant Administrator | 08/2014 | 07/2017 |
			B. Grant funded Dean of Instruction	08/2014	05/2017
			C. Grant funded At-Risk Program Administrator (Accelerated Learning)	08/2014	07/2017
			D. Grant Funded Core Instructional Coaches	08/2014	07/2017
			E. Dropout Prevention Case Worker	08/2014	07/2017
			F. Instructional Leadership Team	08/2014	07/2017
			G. Grant Funded Campus Improvement Specialist	08/2014	07/2017
			H. Grant Funded Administrator Student and Discipline Team	08/2014	07/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Administrative Evaluation Protocol	08/2014	07/2017
			B. Administration Performance Stipends	08/2014	07/2017
			C. Leadership Conferences	08/2014	07/2017
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	D. Administrator Evaluative Performance Plan	08/2014	07/2017
			A. Early Dismissal for Staff Development Training	08/2014	07/2017
			B. Staggered Teacher Preparation Time	08/2014	07/2017
			C. Non- District Allocated Professional Development Days	08/2014	07/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Extended School Day	08/2014	05/2017
			B. Winter/Spring Break Camp for remediation and recovery	12/2014	03/2017
			C. Saturday School for Tutorial and Credit Recovery	08/2014	05/2017
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Accelerated Program to offer whole credit EOC course within first semester	08/2014	05/2017
			B. Double Blocked Classes for remediation-extension-enrichment	08/2014	05/2017
			C. Customized master schedule to include during school-day remediation	08/2014	05/2017
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Workforce Service training and certifications, Performance Based Learning, and OJT	08/2014	07/2017
			B. Literacy Resource Room	08/2014	07/2017
			C. Language Lab-English Language Learners, Foreign Languages, and English Language Arts	08/2014	07/2017
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Common Planning Periods	08/2014	07/2017
			B. Professional Learning Committee, PLC	08/2014	07/2017
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Parent Open House/ Parent Advisory Committee, PAC	08/2014	05/2017
			B. Parent Teacher Organization	08/2014	05/2017
			C. Student/Parent Counseling Center, Parent University	08/2014	05/2017
			D. College Nights	09/2014	05/2017
			E. Student/Parent College Tours	10/2014	05/2017
		2. Provide ongoing mechanisms for community engagement	A. Community Breakfast	10/2014	05/2017
			B. Monthly meeting/coffee with the Principal	08/2014	05/2017
			C. Community Forums	08/2014	05/2017
			D. Parent University	08/2014	05/2017
			E. Parent-Volunteer Recognition	09/2014	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Annual Back to School Community Forum	08/2014	07/2017
			B. Annual Community Homecoming Expose	08/2014	07/2017
			C. Annual Campus Based Student Council Conferences/Meetings with community and city leaders	08/2014	07/2017
			D. High School Peer Mentoring Program	08/2014	05/2017
			E. Annual Student Recognition Ceremonies/Assemblies	08/2014	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Teacher Appraisal Development System, TADS	09/2014	05/2017
			B. Individual Professional Development Plan, IPDP	09/2014	07/2017
			C. Educational Value Added Assessment System, EVAAS	08/2014	07/2017 ongoing
			D. Six Weeks Grade Distribution Report	08/2014	07/2017
			E. Student Performance Report	08/2014	07/2017
			F. Curriculum Based Assessments	08/2014	07/2017
			G. District Level Assessments	10/2014	02/2017
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Monthly Teacher Recognition	09/2014	ongoing
			B. District Performance Incentive Program	01/2015	Annually
			C. Content specific conferences	09/2014	07/2017
			D. Team Building Retreat	07/2015	08/2015
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Cultural Responsiveness Training	08/2014	05/2015
			B. Climate and Team Building/Retreat Professional Development	07/2015	07/2015
			C. Transforming learning by Transforming leaders professional development	09/2014	04/2017
			D. Literacy Professional Development	08/2014	05/2017
			E. Structured English Immersion	08/2014	07/2017
			F. Professional Development for math teachers provided by the regional service center/HCDE	08/2014	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Promote teachers into leadership roles such as dept chairs, lead teachers, mentors, etc. with extra duty pay	08/2014	05/2017
			B. Identify teachers with potential to become administrator interns	08/2015	05/2017
			C. Preferential scheduling of staff with high performance/results	08/2015	05/2017
			D. Vertical Teaming, planning, collaboration and mentoring as it relates to student achievement, climate and promotion of community and cultural differences.	08/2014	07/2017

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance		1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with academic standards. ...of ...uch ...ve, assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	B. C. D. E. B. C. D. E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use ... Info...	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the ... as well ... with St... academ... standa... ...Prom... ...ou... ...ass... inform... differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		
			A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Provide leaders*	1. Replace the principal.	*Provide name and date of hire for principal or date of anticipated replacement:*		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) implement comprehen approach i ubstantial ove st eme ra	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, ... history, ... and e... at con... ded educ... for example, ...ducation, service ...nd experiential ...ased learning ...nities that are ...ovided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
Improve School Climate	*School ate*	ocial vice for	B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	e Effec... achers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnar... ...nt to ...eeds of ...creen all ...ff and ...ore tha... ...ng locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	A.		
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, differe... instru... aligne... school compr...stru...ram ...h ...ctive ...tate...s ...and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Fam... ...munity Eng...*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

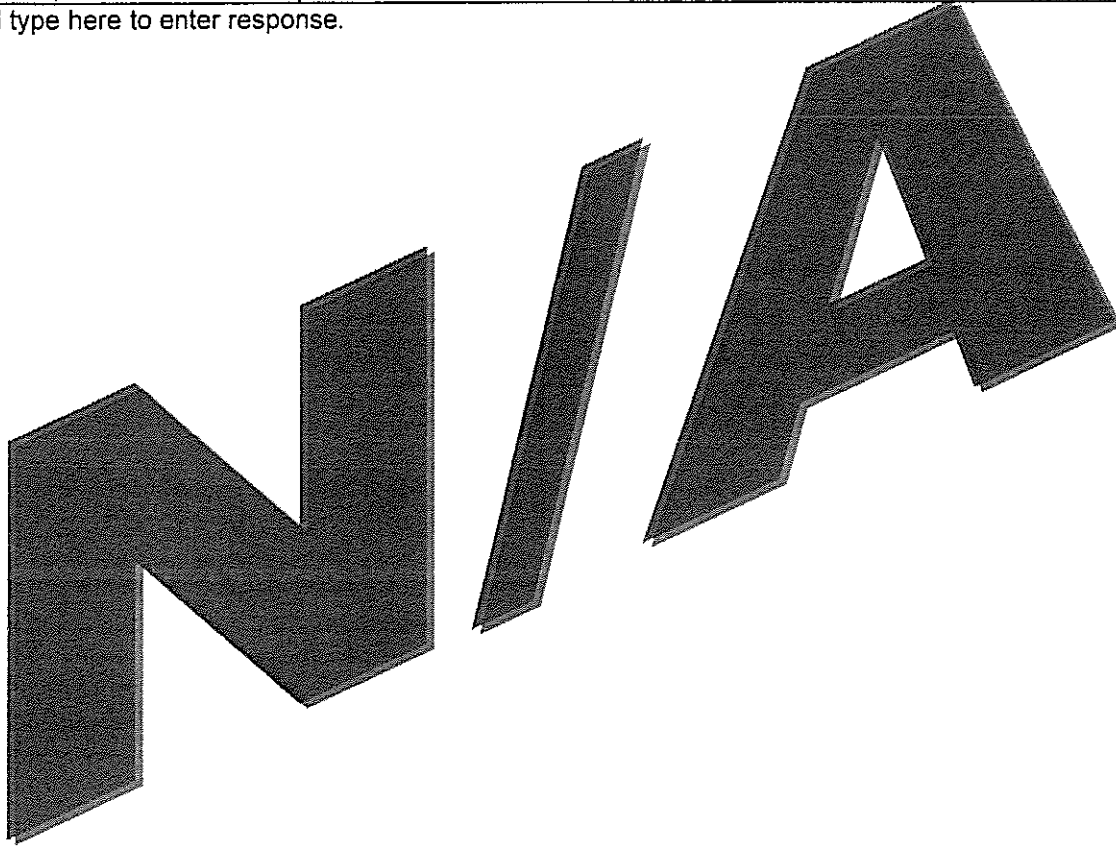| For TEA Use Only	
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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teach	A.		
		B.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available					
CSF	**Turnaround Principle**	**Strategy / Intervention**		**Date YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen School's Inst... ...gram*	A.			
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.			
		B.			
		C.			
		D.			
		E.			

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		.		
		.		
		.		
		.		
Increase Learning Time	Redesigned School Calendar	B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID:			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.					
CSF	Turnaround Principle	Strategy / Intervention		Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engageme*	A.			
		B.			
Improve School Climate	*Improve School Climate*	A.			
		B.			
		C.			
		D.			
		E.			

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Schedule #16—Responses to Statutory Requirements				
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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

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CSF	Turnaround Principle	Strategy / Intervention		Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.			
		B.			

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously stated, the strategic intent of the HISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. The district is committed to lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform this school into a high achieving, college and career ready life-long learning community. The district is committed to finding resources through Title 1, foundations matching grants, and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators.

Funds for this program will supplement funds from federal, state, and local funds. By using the proposed funds in a supplementary fashion, the Houston Independent School District will be able to substantially increase its ability to develop highly skilled and qualified teachers, truly transforming the educational environment and ensuring students are college-ready, career-ready, and life-ready. Such professional development will help make certain that highly qualified teachers work to engage all students.

    The High School Office, including the High School Chief Officer and assigned School Support Officer will monitor the ongoing progress and implementation of the following transformation strategies:

- Capitalizing on the small schools model for greater personalization between teachers and students
- Extended learning time
  - Extended instructional day
- Intensive (high dosage) tutoring
  - Before school
  - After school
  - Two Saturdays per month
- Parental and Community Involvement
- Human Capital
  - Ongoing professional development for teachers and administrators
- Data-driven instruction
  - Assessed often
  - Assessments by objectives

Additionally, the HISD will provide technical assistance to Wheatley High School on multiple levels via Central Office Administration including:

- **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research And Accountability:** Assistance in accessing student data for evaluation reports.
- **Accounting/ Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource.
- **Transformation School Improvement Officer:** Provide forums for disseminating and sharing information regarding the outcomes of the project and assistance with observation and monitoring of campus transformation.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☒	☒	☒
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☒	☒	☒
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☒	☒
B02	Provide interpreter/translator at program activities	☒	☒	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☒
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☒
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☒
B09	Provide parenting training	☒	☒	☒
B10	Provide a parent/family center	☒	☒	☒
B11	Involve parents from a variety of backgrounds in decision making	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 101912	Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☒	☒
B13	Provide child care for parents participating in school activities	☒	☒	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☒	☒	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☒	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☒	☒	☒
B18	Coordinate with community centers/programs	☒	☒	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☒	☒	☒
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☒	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☒	☒	☒
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☒	☒
C02	Provide counseling	☒	☒	☒
C03	Conduct home visits by staff	☒	☒	☒
C04	Provide flexibility in scheduling activities	☒	☒	☒
C05	Recruit volunteers to assist in promoting gang-free communities	☒	☒	☒
C06	Provide mentor program	☒	☒	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☒	☒
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☒	☒
C11	Establish partnerships with law enforcement agencies	☐	☒	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☒	☒	☒
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☒	☒
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☒	☒
D02	Provide counseling	☒	☒	☒
D03	Conduct home visits by staff	☒	☒	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☒	☒	☒
D05	Provide mentor program	☒	☒	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒
D07	Provide community service programs/activities	☒	☒	☒
D08	Provide comprehensive health education programs	☒	☒	☒
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☒	☒
D11	Develop/maintain community partnerships	☐	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☒	☒
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☒	☒
E02	Provide program materials/information in Braille	☒	☒	☒

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☒	☒	☒
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☒
E06	Provide training for parents	☐	☒	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☒	☒
F02	Provide interpreters at program activities	☒	☒	☒
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☒	☒	☒
F05	Use communication technology, such as TDD/relay	☒	☒	☒
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☒
F07	Provide training for parents	☐	☒	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☒	☒
G02	Expand tutorial/mentor programs	☒	☒	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☒
G04	Provide training for parents in early identification and intervention	☐	☒	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☐	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☒
H03	Provide training for parents	☐	☐	☒
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☒	☒
J02	Ensure all physical structures are accessible	☒	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☒	☒	☒
K03	Conduct home visits by staff	☒	☒	☒
K04	Recruit volunteers to assist in promoting school attendance	☒	☒	☒
K05	Provide mentor program	☒	☒	☒
K06	Provide before/after school recreational or educational activities	☒	☒	☒
K07	Conduct parent/teacher conferences	☒	☒	☒
K08	Strengthen school/parent compacts	☒	☒	☒
K09	Develop/maintain community partnerships	☒	☒	☒
K10	Coordinate with health and social services agencies	☒	☒	☒
K11	Coordinate with the juvenile justice system	☒	☒	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☒	☒	☒
L02	Establish partnerships with parents of highly mobile families	☒	☒	☒
L03	Establish/maintain timely record transfer system	☒	☒	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☒	☒	☒
M02	Conduct home visits by staff	☒	☒	☒

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☒	☒	☒
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☒	☒	☒
M06	Provide parenting training	☒	☒	☒
M07	Provide a parent/family center	☒	☒	☒
M08	Provide program materials/information in home language	☒	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making	☒	☒	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☒	☒
M11	Provide child care for parents participating in school activities	☒	☒	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☒	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
M15	Facilitate school health advisory councils four times a year	☒	☒	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new teachers	☐	☒	☒
N04	Provide intern program for new teachers	☐	☒	☒
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☒	☒

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☒	☒	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☒	☒	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☒	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☒	☒	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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